

RELIGIOUS EDUCATION CURRICULUM

School:

Unit Focus: Mary MacKillop

YEAR LEVEL: 5

Term: ___ Weeks: ____

Year:

CLASS CONTEXT

(Anything you need to keep in mind when planning for your particular group of students)

Students with special needs/focus (students with different or non-religious backgrounds) – Some considerations to answer the question: Who are my learners?

Events –

Other Considerations –

[Model of Pedagogy](#) Access this link to overview the principles and practices of learning and teaching that lead to success for all learners. These principles and practices arise out of the beliefs and values of the Brisbane Catholic Education Learning and Teaching Framework.

YEAR LEVEL DESCRIPTIONS:

In Year 5, students begin to **appreciate the significance of community for sharing and strengthening the faith of believers, past and present, including the Church in the Australian colonies (c.1850 CE – c.1900 CE)**. Using a range of Biblical tools, they begin to see how the Gospel writers shaped their Gospels for particular communities. They learn about the action of the Holy Spirit in the lives of believers as they engage with a variety of texts, including Scriptural references to the Holy Spirit and the Catholic Rite of Confirmation. They develop their understanding of Christian charity and informed moral choice through an exploration of the experiences of individuals and communities, past and present. **They broaden their appreciation of the significance of personal and communal prayer and worship, including the Eucharist, the Psalms, Sabbath rituals and prayers; and the wisdom of the Saints, including St Mary of the Cross MacKillop, for communities of believers.** They learn about the significance of Marian prayers in the life of the Church, including the Hail Mary, the Rosary and the Litany of Mary of Nazareth, in which believers praise God and entrust cares and petitions to Mary as mother of Jesus and mother of the Church.

ACHIEVEMENT STANDARDS:

By the end of Year 5, **students identify many ways in which faith is shared and strengthened in communities of believers, past and present.** They analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Catholic Rite of Confirmation, to explain the action of the Holy Spirit in the lives of believers. They use features of Gospel texts to show how the Gospel writers shaped their Gospels for particular communities. **They describe the significance of personal and communal prayer and worship (including the Eucharist, the Psalms, Sabbath rituals and prayers) and the wisdom / writings of the Saints, including St Mary of the Cross MacKillop, for communities of believers. They describe different experiences of communities of believers living according to Jesus' new commandment of charity (love); going beyond existing laws to care for the well-being of others; making and acting upon informed moral choices.** They locate and record information about the contribution of

pioneering Catholics (laity clergy, religious) in Australia (c.1850 CE – c.1900 CE) to the preservation of faith and the shaping of particular communities, including Indigenous communities. They examine Mary’s role as mother of Jesus and mother of the Church. They analyse the elements and features of Marian prayers (including the Hail Mary and the Litany of the Mary of Nazareth) to describe the role of Marian prayer in the lives of believers past and present. They participate respectfully in a variety of personal and communal prayer experiences, including Marian prayers and meditative prayer.

CONTENT DESCRIPTIONS

Religious Knowledge & Deep Understanding

Pioneering Catholics overcame challenges to preserve the faith of their fathers and mothers.

Catholics took their place in colonial Australian society (c.1850 CE – c.1900 CE).

Being Catholic in a new, free society raised challenges.

The wisdom of the saints, in particular St Mary of the Cross MacKillop, helps people understand about caring for the well-being of others and the faith of the community of believers. This wisdom guides and gives strength to believers past and present.

Faith is shared and strengthened in the community of believers. The central and primary sharing of faith within the community of believers is the celebration of Eucharist.

Skills

Sequence some key people and events (religious and secular) in the Australian colonies (c.1850 CE – c.1900 CE) and recognise their significance in bringing about change.

Develop historical narratives and descriptions about some key events and people’s experiences in the Church in the Australian colonies (c.1850 CE – c.1900 CE) using source materials and appropriate historical terms and concepts.

Locate information about the contribution or significance of Catholics (laity, clergy, religious) to the shaping of particular communities, including Indigenous communities (c.1850 CE – c.1900 CE).

CHCH4

Explain how the wisdom of the saints, in particular the letters written by St Mary of the Cross MacKillop, helps people past and present to understand about caring for the well-being of others and the faith of the community of believers.

STCW6

Identify ways in which people share faith within a community of believers (e.g. family, parish, school)

Communicate an understanding of how the faith of people strengthens the faith of the community of believers.

BEHE5

LEARNING INTENTIONS

(Learning Intentions describe what students should know, understand or be able to do by the end of this unit of work. Learning intentions identify new learning and focus on transferable skills.)

Through this unit of work students will be able to:

- Investigate some of the challenges (poverty, isolation, access to Eucharist...) and the impact they had on Catholics in colonial Australia
- Engage students in the story of Mary MacKillop
- Explore Mary MacKillop's letters and identification of how her challenges in life shaped her faith and core beliefs
- Research how Mary MacKillop shaped and strengthened the community of believers in her time
- Investigate ways that Mary MacKillop's story influences, strengthens and shapes the lives and faith of believers today

SUCCESS CRITERIA

(This is not task / performance based but looking for specific evidence of what successful learning looks like: What would students be doing and saying that demonstrates that they have achieved the learning intentions?)

By the end of this unit of work students will be able to:

- Describe one challenge faced by Catholics in colonial Australia
- Retell the story of Mary MacKillop
- Describe how Mary MacKillop's writings identify some of her challenges and core beliefs in life (especially her advocacy for the poor)
- Describe a way that Mary MacKillop shaped and strengthened the community of believers in her time
- Identify a way that Mary MacKillop's story influences, strengthens and shapes the lives and faith of believers today

ASSESSMENT

Diagnostic:

Using technology eg the sticky note - ask the students: What do you know about Mary MacKillop? What do you want to know about Mary MacKillop? They put all their ideas on sticky notes and post them to the page so it its more exciting.

Formative:

Use 'Survey Monkey' to obtain student's responses to questions about significant events in Mary's life so far, and the challenges faced by pioneering Catholics in Australia.

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Summative:

1. Using a digital tool such as [Big Huge Labs \(Motivator\)](#) identify one way which our school followed the example of Blessed Mary of the Cross.

(Students can use photos taken at school e.g. Rosie's soup collection)

2. Using Wordle create a visual interpretation of the key messages of Mary MacKillop that shape our actions today.
3. Create a portfolio of students' completed work and annotation of key comments and phrases used by students through quality conversations, to cover evidence of learning of all the success criteria, and to establish whether the student has achieved the standard or is above the standard.

FERTILE QUESTION: (*What are the assumptions that students come with that you wish to challenge? Construct a question that challenges one of these assumptions, ensure it is open-ended and make it connected to the learner by including a personal pronoun such as 'I', 'we', 'us', 'me', and there is a very good chance the question will also be rich, charged and practical, covering all 6 essential criteria for a fertile question.*)

Possible fertile questions:

- How does Mary MacKillop impact our lives today?
- How is Mary MacKillop different to other saints?
- How can I be more like Mary MacKillop?
- How does Mary MacKillop inspire our lives today?

CONNECTIONS TO OTHER LEARNING AREAS (Where there are clear links. If there are no clear links, leave this space blank.)

GENERAL CAPABILITIES (Indicate where there are clear links.)

- Literacy Numeracy Intercultural Understanding Personal and Social Capability ICT Critical & Creative Thinking
 Ethical Behaviour

Identify specific organising elements from the indicated general capabilities:

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CROSS CURRICULUM PRIORITIES

- Aboriginal and Torres Strait Islander histories and cultures Asia and Australia's engagement with Asia Sustainability

Identify specific organising ideas from the indicated cross curriculum priorities:

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CONNECTIONS TO THE RELIGIOUS LIFE OF THE SCHOOL (Where there are clear links. If there are no clear links, leave this space blank.)

RESOURCES

<http://www.marymackillopplace.org.au>

Find out information about Mary's life and where Mary lived and died in Sydney. This site also contains an online resource library.

<http://marymackillop2010.wordpress.com/learning-experiences/>

Access some teaching and learning experiences

<http://www.columban.org.au/Archives/features/2010/duplicate-of-a-letter-from-mary-mackillop-1867/>

Read one of Mary MacKillop's letters to her mother

http://www.sosj.org.au/news-events/view_article.cfm?id=435&loadref=7

Read a letter from Mary to her mother

http://www.twb.catholic.edu.au/RE_LO/Mary/index.html (This may only open in Internet Explorer, and when the link opens you may need to go to the 'tools' button on the top right hand menu bar – the one that looks like a wheel or cog – right click on the 'cog', click 'menu bar', then up the top on the menu bar click 'tools' and then on the drop down menu click on 'compatibility view' to enlarge the learning object to the right side)

<https://sites.google.com/a/tsvcath.net/mary-mackillop/home>

(This is a 4D model of Inquiry which was written for Year 6/7 students in 2010 prior to the canonisation of Mary MacKillop. It will provide some ideas for inquiry learning, and it also contains an interview with a Josephite Sister, and a recording of a live interview with Bishop Michael Putney who was in Rome at the time of the canonisation.)

LEARNING AND TEACHING SEQUENCE: A description of elements to consider

Starting Out: (Focusing and framing the learning journey ahead)

- Quiz – formulate questions about Mary MacKillop's story that will identify students' existing knowledge about the topic
- Conduct a KWL activity to find out what students 'Know' already about Mary MacKillop, and what they 'Want' to know. (Complete the 'L' section at the end of the unit to find out what students 'Learnt' about Mary MacKillop.) Students paste their responses on [Padlet](#) (formerly 'Wallwisher').

Detective Time: (Investigating and discovering new levels of information)

- Have an expert visit the classroom and students form investigative teams. These teams devise a series of questions that aim to gain as much information about the subject as possible - for example "Mary MacKillop was excommunicated". The aim of each group is to discover as much information as possible.
- Create different research stations/scavenger hunt where groups investigate different modes of information relevant to the subject - eg. sets of Google sites, illustrated books, videos/media and create presentations to report back to the group.

Fertile question for this unit:

Explicit teaching:

- Pioneering Catholics overcame challenges to preserve the faith
- Mary MacKillop showed us the importance of caring for others and for the faith of the community
- Believers need community to share and strengthen their faith
- Eucharist is the most important way that believers share and strengthen their faith

Key Criteria for Reviewing my information:

(Organising / synthesising information – credibility of sources; drawing conclusions...)

- Rank information found in terms of the reliability of the source
- Classify information found about pioneering Catholics and the challenges they faced
- Sort information into categories about Mary's life (her family life, her ministry, her sayings...). What gaps do we have in our information?
- Analyse her sayings and find a scripture text that matches. Find scripture that describes her philosophy.

Evidence of Learning:

- Use a digital tool such as [xtimeline](#) to present significant dates on a timeline of Mary's life / pioneering Catholics and explain why these dates / events are significant.
- Debate topic "Is Mary MacKillop relevant today?"
- Students could create a powerpoint or letter or newspaper report about the influence that Mary MacKillop has had on their lives.

Student reflection

- What did I learn through this unit?
- How well did I work with others?
- What did I enjoy / find challenging?

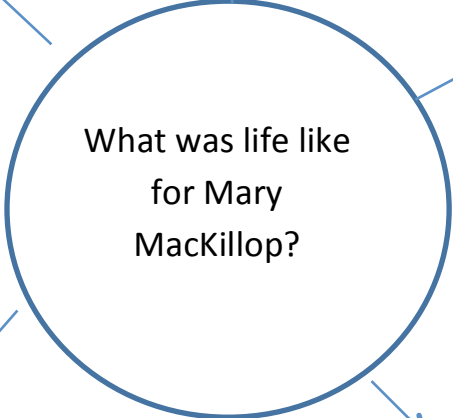
Communicating understandings / learnings:

- Identify key words about the topic to put into a digital tool such as [Taxedo](#)
- Dress up as Mary MacKillop. Talk about your life and be prepared to answer questions from others about your life.
- Imagine you were a pioneering Catholic. Talk / write about your challenges as a believer, and how Mary MacKillop's story helps you as a person of faith.

What was Mary's childhood like?

Who were important people in Mary MacKillop's life?

What do we know about Mary's life as a Sister of St Joseph?



What was important to Mary MacKillop to help her keep her own faith strong?

What do we know about Mary from some of her letters and sayings?

Mini inquiry:

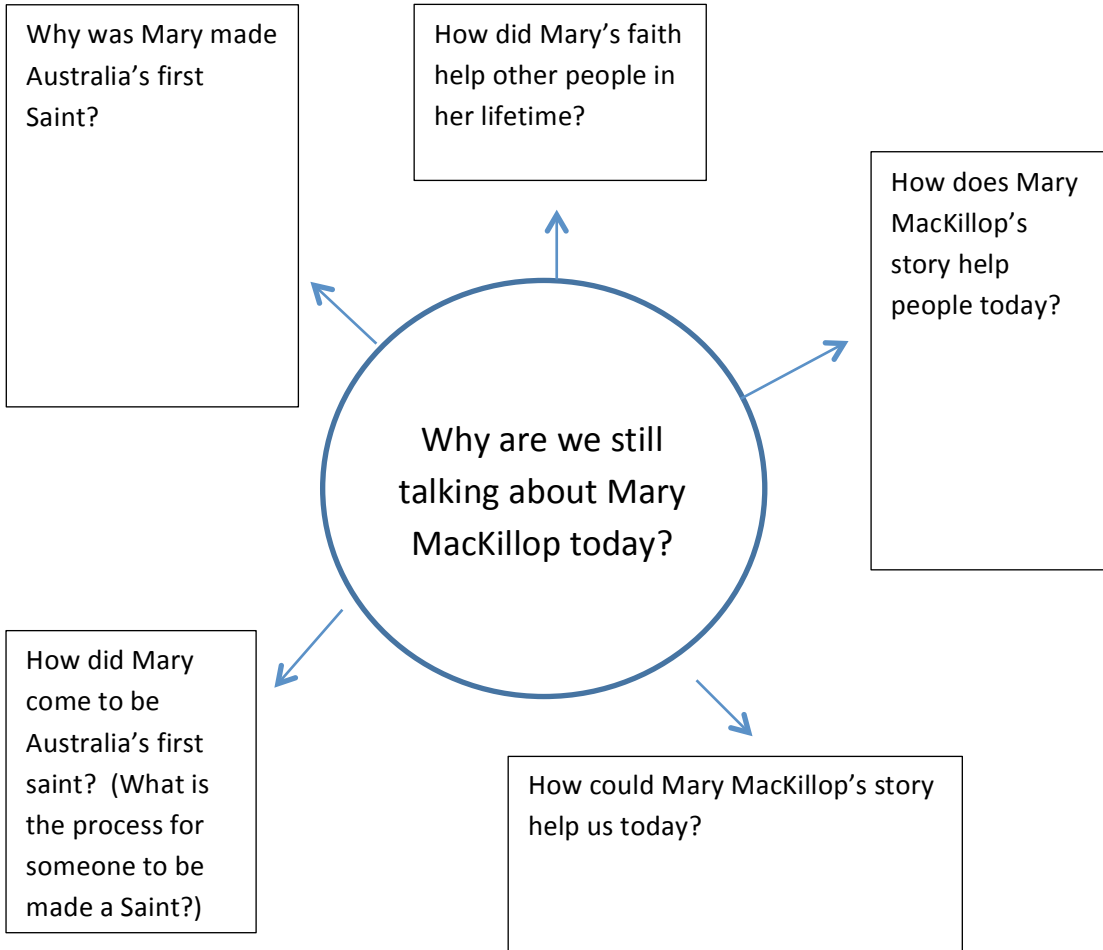
A mini inquiry can take one or more lessons.

- Whole class focus to introduce the question (and sub questions)
- Small groups investigating different questions
- Each group present their findings back to the whole class
- Be aware of teachable moments to have:
Explicit teaching at whole class level:

Explicit teaching at small group level:

Explicit teaching at individual level:
- As a whole class, complete an activity to summarise the learning from this mini inquiry, such as make a display about Mary MacKillop's life (e.g. mural; class book...)

Mini Inquiry learning within the unit



Mini inquiry:

- Whole class focus to introduce the question (and sub questions)
- Small groups investigating different questions
- Each group present their findings back to the whole class
- Be aware of teachable moments to have:
Explicit teaching at whole class level:

Explicit teaching at small group level:

Explicit teaching at individual level:
- As a whole class, summarise the learning from this mini inquiry by adding to the display about Mary MacKillop's life (e.g. mural; class book; ...).

Mini Inquiry learning within the unit

What are some expressions / sayings that Mary seems to use in her letters?

What are some of Mary's beliefs that come through in her letters?

What surprises you about what Mary writes?

What can we learn about Mary MacKillop from her letters?

If Mary were alive today, what issues might she write about in her letters?

How would you describe Mary after reading some of her letters?

Mini inquiry:

- Whole class focus to introduce the question (and sub questions)
- Small groups investigating different questions
- Each group present their findings back to the whole class
- Be aware of teachable moments to have:
Explicit teaching at whole class level:

Explicit teaching at small group level:

Explicit teaching at individual level:
- As a whole class, summarise the learning from this mini inquiry by adding to the display about Mary MacKillop's life (e.g. mural; class book...).

OTHER PEDAGOGY CONSIDERATIONS

Dialogical Teaching and Learning:

Learning is dialogical and reciprocal, and deep learning happens through more than engagement in activities. Dialogue with students about their own learning increases students' participation in their learning and quality conversations aim to enable students to move from knowing content to achieving a depth of understanding. Annotation of key comments and phrases used by students through quality conversations is important data to keep to assist in making professional judgements about whether each student has achieved the success criteria, or whether they are 'above standard'. 'Above standard' would be indicated by students demonstrating one or more of the following:

- *Greater depth of knowledge*
- *Greater depth of understanding*
- *Greater sophistication of skills*

Possible questions for dialogical teaching and learning:

- If Mary MacKillop lived in Australia today, where might she see a need and try to do something about it? (Would she focus on the same work, or who might she think most needed her help today?)
- How might the challenges and difficulties of Mary's life have helped to make her such a strong person, with very clear beliefs about God and what was important in her life? (What values and beliefs became very important to Mary because of the hardships she had lived through in her own life?)
- How does Mary MacKillop's story help us today? (What can we learn from Mary's life that can help us to understand more about God and to discover what is important in our own lives today?)
- If you were a believer living in the time of Mary MacKillop and you knew her personally, how might she have helped you personally and spiritually? (If you lived in the same faith community as Mary MacKillop, how might she have helped you as a person, and as a person of faith?)
- What wisdom can we draw from Mary MacKillop to help us today? (What advice would Mary MacKillop have for us if she was part of our community today?)
- If Mary MacKillop lived today, would she like to regularly participate in the celebration of Eucharist? Why / why not?
- How would Mary participate in the celebration of Eucharist? (Would she just need to attend Mass or would she do more than just be physically present?)
- What can we learn from Mary MacKillop's life about the importance of the celebration of Eucharist for believers today?
- Why do you think that Mary MacKillop has been made Australia's first Saint?

MY PROFESSIONAL EVALUATION OF THE UNIT (REFLECTIONS TO INFORM MY FUTURE PLANNING AND PROFESSIONAL DIALOGUE WITH APRE / PRINCIPAL)

- Teacher planning (What was taught? Did the teaching and learning opportunities enable students to achieve each of the learning intentions? Was the sequence of learning appropriate and relevant? Was there adequate access to and appropriate use of resources for both teacher and students? Have you taught what you had planned to teach? If the unit went in a different direction were you able to bring the teaching and learning back to the core content and skills? If not, when or where will you cover the content and skills that students are entitled to learn? Where have you recorded the looping

detours taken throughout this unit? How well was I able to cater for the different learning needs of all students? Did I include appropriate tasks for diagnostic, formative and summative assessment? Did my assessment tasks provide enough information to cover all the success criteria? How well did I make connections with other curriculum areas / general capabilities or cross curriculum priorities, where appropriate?)

- Pedagogy (How well did I dialogue with students about their learning? What depth of conversations did I have with students to promote sustained thinking about concepts? What questions did I converse with students about that assisted them to transfer their knowledge of the topic to develop a depth of understanding about the topic? What particular differentiation strategies were useful? Why were they helpful? Were a diverse range of learning strategies used? Were the resources used appropriate to the learning needs of students? What is helping / hindering my ability to be a facilitator of inquiry learning? What worked well? Is there anything I wouldn't do again?)
- Scripture (If I concentrated on any particular Scripture text, did I teach about the three worlds of the text – The world behind the text; the world of the text, the world in front of the text? What pedagogy did I use to teach Scripture? E.g. Did I teach the three worlds of the text well enough to allow students to be able to retell the text? Did I use concrete materials to teach the text to Early Years students? How did I engage students in learning about the text? Was my teaching of the text appropriate for the developmental stage of the students? Did I use effective resources to teach the text?)
- Resources (Did I make effective use of quality resources? Did you access resources from Resource Link? If not, why not? Are there particular resources you would like Resource Link to have to support your teaching and learning for this unit? What recommendations would I make to the APRE about the school resources for this topic? Were you able to use any of the Learning Byte resources to assist you in planning your unit of work? Were there any digital resources used and if so, would you use them again? Was the digital resource the most effective and efficient tool for enhancing teaching and learning?)
- Students' learning (What didn't the students know that I thought they would know? What did they already know that I assumed they wouldn't know? What did they partially know but had a limited understanding of that needs to be really developed further through future RE teaching and learning? What needs to be taught through future units of work? Were the students engaged?).
- Reflective practice (What have I learnt? What did I find most challenging? What new understandings have I gained? How can I apply this learning in the future? What connections have I made in my learning? What are the consequences of my learning? (e.g. How I treat others? How I walk the earth?...)

STUDENT REFLECTION

- How are you feeling about what you have learned/done so far?
- How are your ideas about this topic changing?
- What has been the thing that has most changed your thinking? Why?
- What do you think you did well?
- What do you think you need to improve?

- Where do you think you need further support in your learning?

STUDENT FEEDBACK ABOUT THIS UNIT OF WORK

- **What are your thoughts on this unit of work?**
- **What advice would you have for your teacher if he / she was going to teach this unit to another class?**